

Will wake him, and the horses' tramp, the shouting,
The rush and bustle of the hunters' party,
Stirring his heart with th' excitement of the chase.

DREAMS OF THE FUTURE

How he did wish he were a hunter, too,
Racing his steed and shooting off his gun!
Or a brave soldier, decked out gay and striking,
To fight with banners waving, trumpets sounding,
A gen'ral, leading armies 'gainst the foe!
The child is always dreaming of great deeds
He will some time be doing, when a man.
And tho the pictures of his future deeds,
Contracted thru the child's imperfect vision,
Are strangely disproportioned and unreal,
They prove the vigor of the budding Self
Which is to merge in Mankind's youthful host,

The coming generation's fresh attempt
To raise to loftier heights man's work and fate.

THE WEARY EYES GO TO SLEEP

And now his day is done: the divers sketches
Which it has graven on his mind and heart
Grow dim in weary Baby's consciousness,
And with the glory of the waning sun
His soul is sinking into sweet oblivion
Of all around him. Darkness spreads without,
And slumber claims the tired, willing child,
Who drops his toys, forgets his dreams in sleep:
The dreamless sleep of childhood when but softly
Dream fairies fan the heated brow and fancy,
So that his mind and body have full rest
To wake refreshed, greeting the morn with smiles.

Are You Interested in School Hygiene and Health Instruction?

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I am convinced that health instruction deserves a more prominent place in the elementary school course than it now enjoys, for it deals with fundamental principles and practices which are so vital that without an appreciation of their importance all other forms of education are in some measure restricted. In addition to giving regular instruction in the class-room several teachers besides myself at the Normal School have expressed their belief in school health work through lectures and published articles, and in 1914 we devoted the entire program of our annual conference on rural education to the theme of school hygiene.

While in the midst of giving serious thought to the matter I have frequently put to myself such typical questions as these: What has education to do with sanitation and public health? What is the relation of good conduct to good health? How far does good sanitation go toward making the work of a school efficient? Who is responsible for the care of

children's health, the teacher or the parent? These have been interesting matters to consider and I have found them worthy of my best and most serious attention. As a conclusion of my reflections I am pretty well satisfied as to the answers that must be given to them and I am not very doubtful as to some of the most urgent things that ought to be done in order to accomplish the desired ends.

But I have wondered if other people in any number were as interested as I have been in this field of education and training and if especially the leaders in instruction and educational administration were thinking along these lines and working to bring to pass better sanitary conditions in the schools. I have sought opinions that have been expressed publicly as to the value and necessity of greater efficiency in health work and I have been immensely gratified to find so very great a unanimity of judgment on the subject and such substantial evidence of strong, straightforward, frank in-

fluences for better things. It is apparent that most powerful forces toward building up and spreading wide an enlightened and inspired public opinion in behalf of safeguarding the children's health are already at work and are fast impressing both teachers and parents with the vital importance of this phase of the child's education and training, both in the school and at home. So convincing have I found these various opinions, corroborating as they do my own strong belief in the work, that I have selected a limited number of them as given in the following quotations and I desire to present them in this form to all who are interested in this subject, in the belief that they may serve to inform some of the actual trend of present-day thinking, and to inspire many to promote the cause of health by their direct instruction and training in the class-room.

1. "If the state has a right to demand mental fitness, it has an equal right to demand physical fitness. If it has the right to prevent the contagion of ignorance, it has an equal right to prevent the contagion of disease and bodily neglect." Fletcher B. Dresslar, formerly specialist in school hygiene, Bureau of Education, Washington, D. C., now professor of hygiene, Peabody College for Teachers, Nashville, Tenn.

2. "The school's responsibility for providing for the health of the school-young is of paramount importance, both to the child and to the public." R. W. Corwin, M.D., chairman of committee of American Medical Association on Health and Instruction, Pueblo, Colo.

3. "Compulsory education has been achieved only by the passage and enforcement of laws having that object and effect. Compulsory school health will be achieved only by the passage and enforcement of laws having that object and effect." From leaflet issued by school health committee of the Department of School Patrons of the National Education Association.

4. "If the coming generation is to be instructed along these lines of

sanitation and hygiene, and is to be aroused to effective action, it must be accomplished very largely by the teachers in our schools." John M. Dodson, University of Chicago, Ill.

5. "Along with the problem of adequate vocational education and guidance for our 'nation of sixth-graders,' the health problem stands out as one of the great and pressing problems of life and the public schools." Louis A. Rapeer, Department of Psychology and Education, New York Training School for Teachers, New York City.

6. "When we consider how little has been done to improve the sanitation and health conditions of the rural school during the last quarter of a century, and when we take into account how greatly dependent upon these conditions is the physical, mental and moral welfare of the child, the subject at once appeals to us as one that has a legitimate right to engage our most serious thought and attention." W. A. Brandenburg, superintendent of city schools, Oklahoma City, Oklahoma.

7. "Surely, the much-vaunted 'training of the hand' should include training of the hand to keep itself clean." Caroline Bartlett Crane, social and sanitary expert and investigator of municipalities, Kalamazoo, Michigan.

8. "In public health work training rather than instruction should be the chief end in view." J. A. Shawan, superintendent of city schools, Columbus, Ohio.

9. "The first function of the physical training department of the public schools is to maintain the health of all school children during school age." Charlotte Stewart, director of physical education, high schools, Salt Lake City, Utah.

10. "Not only has the school become the civic and social center, but the school building has become the sanitary leader and guide of the community. Wherever a modern, sanitary school building has been erected, it has been followed by better roads, better home conditions and an awak-

ened sanitary conscience." W. F. King, M.D., assistant secretary, Indiana State Board of Health, Indianapolis, Ind.

11. "What we need in hygiene, as, in fact, in education generally, is not so much instruction, but actual training, not talk about hygiene and the like, but actual practice of hygiene and actual warfare against the causes of disease." William H. Burnham, professor of hygiene, Clark University, Worcester, Mass.

12. "Be its cost large or small, professional health supervision of schools is essential to public welfare and it is the imperative duty of all school executives to advocate its introduction and of boards of education to establish it." Peter Olesen, superintendent of schools, Cloquet, Minn.

13. "If we are to hope for large returns in the way of practical benefits from these recent advances (in preventive medicine), it must be through a universally enlightened public, and this education of the public must come for the most part through the public schools." John M. Dodson, M.D., University of Chicago, Ill.

14. "The right of society to health is one of the latest rights to be recognized and the obligation to secure and protect health is more and more evident." Elizabeth Wilson Allison, M.D., medical director, State Normal Schools of Wisconsin.

15. "If the rural school is to be considered fundamentally and passably efficient it must be sanitary enough to conserve all health values." Thomas D. Wood, M.D., Columbia University, New York, N. Y., Chairman of the Committee on Health Problems in Education of the National Council of Education.

16. "The people through their government spend more on the health of live stock than they do on live people, but there is nothing to do but go ahead as best we may, pioneers though we may be, and dream and work toward that better day when children in our schools and in our homes will receive their just dues and will be

neither neglected nor forgotten." Linneus Neal Hines, superintendent of schools, Crawfordsville, Indiana.

17. "More attention should be given in normal schools, colleges, and universities to the preparation of teachers for their responsibilities in caring for the health of school children and the teaching in the public schools of subjects dealing with health should be made interesting and practical." H. M. Bracken, M.D., secretary, Minnesota state board of health, St. Paul, Minn.

18. "Attitudes that benefit behavior may be considered as essentially healthful; those that injure behavior, that make it uncertain, irregular and without clear purpose, that lower its value, are as truly unhygienic as are those physical conditions which made the body less efficient." S. S. Colvin, Brown University, Providence, R. I.

19. "It has been demonstrated that disinfectants will not take the place of an intelligent practical system of continuous sanitary ventilation." James M. Ingold, secretary, board of education, Cedar Rapids, Iowa.

20. "One obstacle in the way of forming right habits of living is that parents too often take care of their children instead of teaching children to take care of themselves." Maggie W. Barry, head of department of English, North Texas College, Sherman, Texas.

21. "Everywhere it is becoming apparent that the permissive physical examination laws are mistakes. The law to be effective and not be a loss in time and money must be mandatory both for the examination and on the parents or the community for subsequent and prescribed care." Lucy E. Prichard, chairman Association of Collegiate Alumnae, Huntington, W. Va.

22. "The most infallible entering wedge for reform in child hygiene among the ignorant and the foreigners, is the firm belief, on their part, in the teacher's personal interest and sympathy." Anna Irene Jenkins, direc-

tor of Roosevelt Kindergarten, Pasadena, Calif.

23. "As a matter of fact, one of the most important uses of the health survey consists in the fact that it trains the teacher's powers of observation." Ernest B. Hoag, M.D., state medical inspector of schools, Minneapolis, Minn.

24. "Every man, woman and child in the United States should be taught the laws of health and the simple measures needed for protection. Not until our country becomes educated will control of disease become possible; for the solution of the problem lies in prevention, and prevention is education." R. W. Corwin, M.D., Pueblo, Colorado, professor of surgery, University of Colorado.

25. "By the Oregon plan (1912) every rural school in the more populous counties has a supervisor visit it at least every six weeks. This law has been in operation only one year but a great change has been noticed already. Sanitary conditions improved at once. Hundreds of wells were cleaned and properly curved. Faucets from small drinking tanks and individual cups replaced the old pail and common dipper. Walks and out-houses were improved; stoves were furnished with jackets and ventilating shafts; better lighting was found possible even in the old schoolhouses. The supervisor, visiting the people, often reinforced the teacher's requests and stimulated a greater interest in the school than the teacher alone could possibly awaken." L. R. Alderman, state superintendent of public instruction, Salem, Oregon.

26. "As long ago as 1910 the Legislature of North Carolina passed a law which enabled any county of the state to employ a superintendent of health to give his whole time to the health work of the county, provided

the board of county commissioners would appropriate a sufficient amount of money to enable the board of health to do this. In addition to the usual duties required of the county superintendent of health, he must deliver lectures in order to educate the people along the lines of sanitation and health, visit the schools while in session and suggest to parents the treatment that is necessary for the defective child to have, issue health bulletins and write newspaper articles to be circulated in the county." T. R. Foust, county superintendent, Greensboro, N. C.

27. "If we can save the children we need not have much fear of the men and women that come after. They will be strong, self-reliant and capable of taking care of themselves." Harvey W. Wiley, contributing editor, *Good Housekeeping*, Washington, D. C.

28. "If the country school teacher is to be armed with the knowledge of sanitary science, she must find this in the normal school and teacher's college." Charles E. North, M.D., New York, N. Y.

29. "All must agree with the thought that in this day, if a teacher is to serve her school in the best way she must have some training along the line of detection of physical ailments of her pupils." Linneus N. Hines, superintendent of schools, Crawfordsville, Ind.

30. "The first aim which should dominate every item, pedagogic method and matter, should be health—a momentous word that looms up beside holiness, to which it is etymologically akin. The new hygiene of the last few years should be supreme and make these academic areas sacred to the cult of the goddess Hygeia." G. Stanley Hall, professor of psychology and president of Clark University, Worcester, Mass.